



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12551751
SAU: MSAD 61
School: Stevens Brook School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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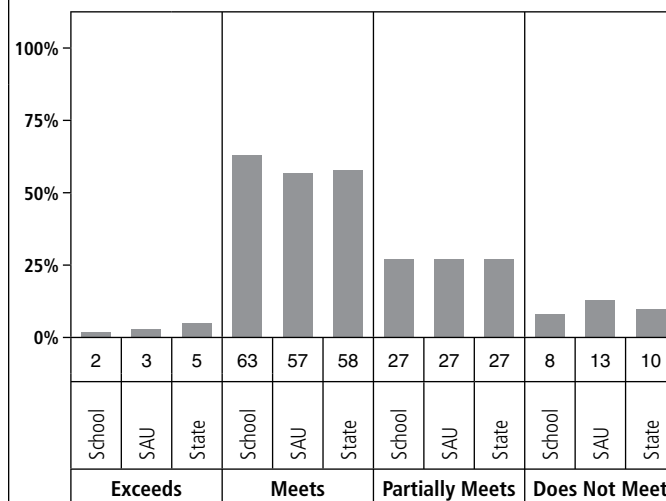
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 61
School: Stevens Brook School

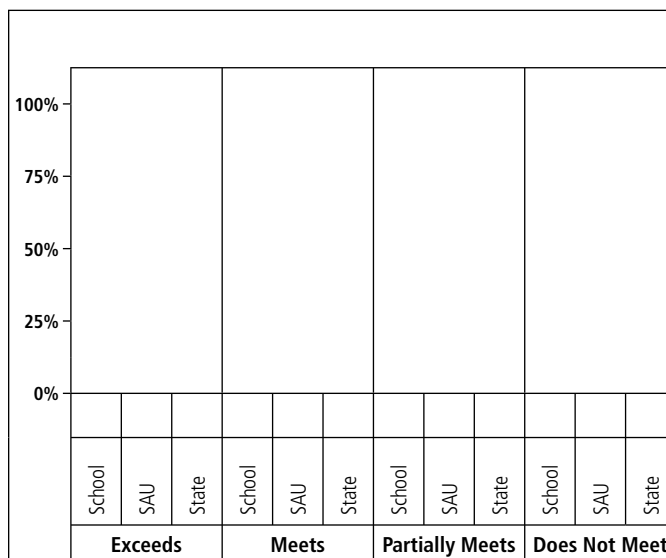
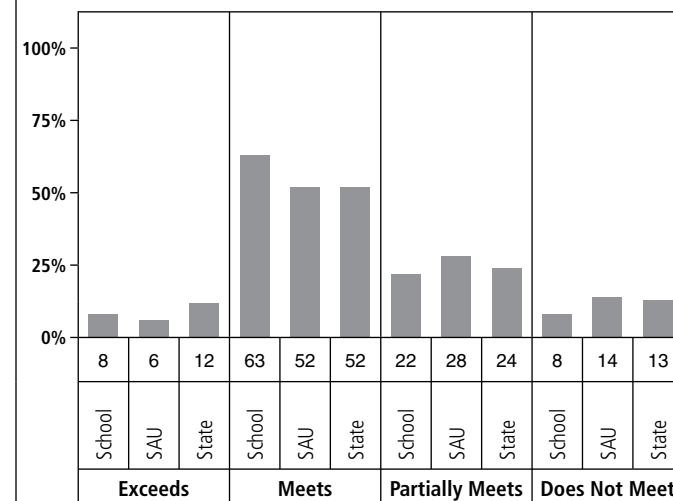
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	544	545	544
2006–2007	549	546	544
2007–2008	544	544	545
Cum. Avg. *	545	545	544
Mathematics			
2005–2006	544	546	543
2006–2007	547	548	546
2007–2008	548	545	546
Cum. Avg. *	546	546	545
ELA – Writing			
2005–2006			
2006–2007	545	540	541
2007–2008	538	536	538
Cum. Avg. *			

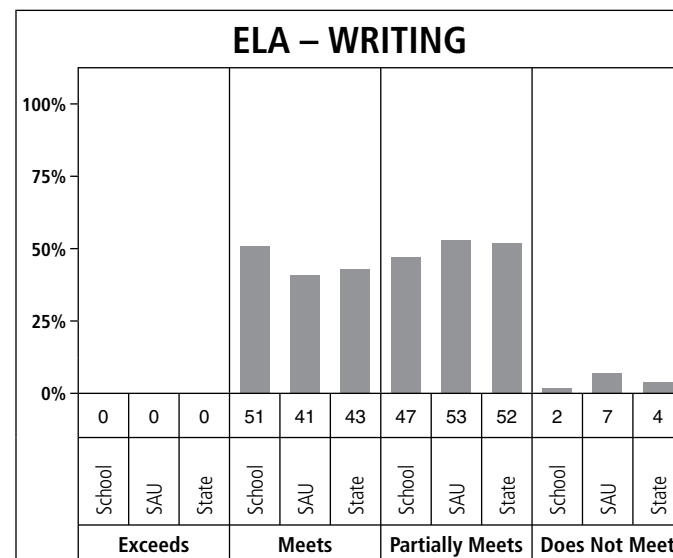
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: MSAD 61
School: Stevens Brook School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State							
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
Total number of students	51	100	151	100	14240	100	51	100	150	99	14157	100	51	100	150	99	14156	100					51	100	150	99	14107	99		
Ethnicity African American/Black	0	0	2	1	404	3	0	0	2	100	396	98	0	0	2	100	398	99					0	0	2	100	388	96		
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0	0	0	118	100		
Asian or Pacific Islander	1	2	1	1	201	1	1	100	1	100	199	99	1	100	1	100	199	99					1	100	1	100	197	98		
Hispanic	1	2	1	1	178	1	1	100	1	100	170	97	1	100	1	100	174	99					1	100	1	100	171	97		
Caucasian/White	49	96	147	97	13339	94	49	100	146	99	13274	100	49	100	146	99	13267	100					49	100	146	99	13233	99		
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0	0	0	0	0		
Identified disability	11	22	37	25	2555	18	11	100	37	100	2528	99	11	100	37	100	2526	99					11	100	37	100	2507	99		
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0	0	0	323	96		
Economically disadvantaged	26	51	74	49	5574	39	26	100	73	99	5528	99	26	100	73	99	5531	99					26	100	73	99	5504	99		
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0	0	0	5	100		

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	42	82	112	74	11042	78	38	75	99	66	11006	77							41	80	112	74	11127	78
Identified disability (PET/IEP)	3	7	5	4	396	4	3	8	5	5	404	4							3	7	5	4	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	9	18	38	25	2974	21	13	25	51	34	3014	21							10	20	38	25	2845	20
Identified disability (PET/IEP)	8	89	32	84	1996	67	8	62	32	63	1986	66							8	80	32	84	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	1	3	76	3	0	0	1	2	77	3							0	0	1	3	74	3
Other	1	11	5	13	766	26	5	38	18	35	801	27							2	20	5	13	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	1	1	64	0	0	0	1	1	61	0							0	0	1	1	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 61
School: Stevens Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	3	5	15	9	721	5
	2006-2007	6	15	10	7	702	5
	2007-2008	1	2	4	3	659	5
	Cum. Total*	10	7	29	6	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	30	54	84	53	7571	53
	2006-2007	22	55	81	58	7730	55
	2007-2008	32	63	85	57	8195	58
	Cum. Total*	84	57	250	56	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	17	30	45	28	4343	30
	2006-2007	10	25	38	27	4182	30
	2007-2008	14	27	41	27	3800	27
	Cum. Total*	41	28	124	28	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	6	11	14	9	1628	11
	2006-2007	2	5	10	7	1419	10
	2007-2008	4	8	20	13	1362	10
	Cum. Total*	12	8	44	10	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	28.8	60.0	28.3	59.0	29.2	60.8
Literary Text	24	50	14.5	60.4	14.5	60.4	15.0	62.5
Informational Text	24	50	14.3	59.6	13.8	57.5	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 61
School: Stevens Brook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	51	1	2	32	63	14	27	4	8	544	150	3	57	27	13	544	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	1										1						197	5	64	23	8	546
Hispanic	1										1						167	2	47	37	14	542
Caucasian/White	49	1	2	31	63	14	29	3	6	544	146	3	58	27	13	544	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	5	45	4	36	2	18	538	37	0	35	32	32	537	2392	0	26	42	31	536
No	40	1	3	27	68	10	25	2	5	545	113	4	64	26	7	546	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	51	1	2	32	63	14	27	4	8	544	150	3	57	27	13	544	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	26	0	0	16	62	8	31	2	8	543	73	1	49	34	15	542	5454	2	48	35	15	541
No	25	1	4	16	64	6	24	2	8	545	77	4	64	21	12	545	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	51	1	2	32	63	14	27	4	8	544	150	3	57	27	13	544	14011	5	58	27	10	545
Gender																						
Female	26	0	0	16	62	8	31	2	8	543	66	3	62	27	8	545	6766	7	62	24	8	546
Male	25	1	4	16	64	6	24	2	8	544	84	2	52	27	18	542	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										13	0	15	46	38	535	1751	1	35	44	21	538
No	51	1	2	32	63	14	27	4	8	544	137	3	61	26	11	544	12265	5	62	25	8	546
Gifted/talented program																						
Yes	5	0	0	5	100	0	0	0	0	553	16	6	88	6	0	551	464	27	71	2	1	557
No	46	1	2	27	59	14	30	4	9	543	134	2	53	30	15	543	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 61
School: Stevens Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 75 18 4	0 1 0 0	0 3 0 0	0 24 8 0	0 63 89 0	2 10 1 1	100 26 11 50	0 3 0 1	0 8 0 50	534 545 545 527	3 80 14 3	0 3 0 0	0 59 71 0	50 27 14 60	50 11 14 40	531 545 543 532	5 66 26 2	2 5 5 3	42 60 61 42	34 27 26 32	22 9 8 23	540 545 546 540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	45 43 8 4	1 0 0 0	4 0 0 0	16 13 2 1	70 59 50 50	3 9 1 1	13 41 25 50	3 0 1 0	13 0 25 0	545 543 543 542	39 50 9 3	5 1 0 0	64 55 38 50	14 35 31 50	17 8 31 0	545 543 539 544	31 55 11 3	7 4 2 1	63 61 42 30	23 27 37 38	7 8 19 31	547 545 540 536
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	49 37 12 2	1 0 0 0	4 0 0 0	17 11 4 0	68 58 67 0	7 5 2 0	28 26 33 0	0 3 0 1	0 16 0 100	546 543 543 518	36 53 10 1	6 1 0 0	60 56 60 0	26 28 27 0	8 15 13 100	546 543 542 523	30 53 15 2	10 3 1 0	68 59 41 23	16 29 40 38	6 9 18 39	549 544 539 534
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	8 67 25	0 1 0	0 3 0	3 19 10	75 56 77	1 10 3	25 29 23	0 4 0	0 12 0	545 543 547	10 68 22	0 4 0	40 54 73	33 28 21	27 14 6	540 543 546	17 67 16	3 5 6	45 62 59	32 26 26	19 7 9	541 546 545
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 53 39	0 0 1	0 0 5	1 17 14	25 63 70	3 8 3	75 30 15	0 2 2	0 7 10	539 544 544	9 52 39	0 1 5	14 55 72	64 27 16	21 17 7	536 543 547	13 56 31	1 3 9	33 60 68	42 29 18	25 8 6	537 545 548
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	16 61 16 8	1 0 0 0	13 0 0 0	7 21 2 2	88 68 25 50	0 9 4 1	0 29 50 25	0 1 2 1	0 3 25 25	550 545 536 542	15 68 11 6	5 3 0 0	73 58 38 44	14 29 38 11	9 10 25 44	546 544 540 537	18 56 12 13	8 5 2 1	64 62 50 44	20 25 32 38	8 7 15 17	547 546 542 540
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	32 36 32	0 0 1	0 0 6	9 11 11	56 61 69	7 4 3	44 22 19	0 3 1	0 17 6	542 542 547	23 30 47	0 0 6	50 60 59	47 21 21	3 19 15	542 543 545	26 28 47	3 3 7	51 59 63	32 28 23	14 9 7	542 544 546
Optional school/SAU question A. B. C. D.	0 50 50 0	 0 0 	 0 0 	 2 1 	100 50 	0 1 	0 50 	0 0 0 	0 0 0 	544 540 	0 50 33 17	 0 0 0	100 50 50 0	0 50 50 100	0 0 0 0	546 540 538						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 61
School: Stevens Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	2	4	21	13	1415	10
	2006-2007	6	15	18	13	1711	12
	2007-2008	4	8	9	6	1617	12
	Cum. Total*	12	8	48	11	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	30	53	79	50	6503	45
	2006-2007	20	50	76	55	6778	48
	2007-2008	32	63	78	52	7284	52
	Cum. Total*	82	55	233	52	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	19	33	40	25	3945	28
	2006-2007	9	23	32	23	3884	28
	2007-2008	11	22	42	28	3341	24
	Cum. Total*	39	26	114	25	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	6	11	19	12	2434	17
	2006-2007	5	13	13	9	1683	12
	2007-2008	4	8	21	14	1778	13
	Cum. Total*	15	10	53	12	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.9	66.0	8.8	58.7	9.0	60.0
Cluster 2: Shape and Size	14	29	7.7	55.0	6.9	49.3	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.2	44.0	2.2	44.0	2.2	44.0
Cluster 4: Patterns	14	29	8.9	63.6	8.5	60.7	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 61
School: Stevens Brook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	51	4	8	32	63	11	22	4	8	548	150	6	52	28	14	545	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	1										1						198	16	59	15	11	549
Hispanic	1										1						173	5	45	30	20	541
Caucasian/White	49	4	8	31	63	11	22	3	6	548	146	6	53	27	14	545	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	5	45	4	36	2	18	541	37	0	32	35	32	536	2390	2	29	34	35	534
No	40	4	10	27	68	7	18	2	5	550	113	8	58	26	8	548	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	51	4	8	32	63	11	22	4	8	548	150	6	52	28	14	545	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	26	2	8	14	54	8	31	2	8	546	73	7	38	36	19	542	5461	5	46	30	19	541
No	25	2	8	18	72	3	12	2	8	550	77	5	65	21	9	547	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	51	4	8	32	63	11	22	4	8	548	150	6	52	28	14	545	14015	12	52	24	13	546
Gender																						
Female	26	0	0	18	69	6	23	2	8	547	66	3	59	29	9	546	6767	11	51	24	13	546
Male	25	4	16	14	56	5	20	2	8	549	84	8	46	27	18	544	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										13	0	0	77	23	534	1755	1	37	39	23	538
No	51	4	8	32	63	11	22	4	8	548	137	7	57	23	13	546	12265	13	54	22	11	547
Gifted/talented program																						
Yes	5	3	60	2	40	0	0	0	0	563	16	44	56	0	0	561	464	58	40	2	0	564
No	46	1	2	30	65	11	24	4	9	546	134	1	51	31	16	543	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 61
School: Stevens Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	1	50	0	0	544	3	0	25	75	0	539	5	6	39	29	25	539
B. less than one hour	75	2	5	26	68	7	18	3	8	548	80	6	53	28	13	545	66	12	52	24	12	546
C. one to two hours	18	2	22	5	56	2	22	0	0	552	14	10	62	24	5	549	26	12	55	23	11	547
D. more than two hours	4	0	0	0	0	1	50	1	50	528	3	0	20	20	60	525	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	66	3	9	21	64	8	24	1	3	549	50	7	56	32	5	547	38	16	56	19	8	549
B. They match some of what I have learned.	30	1	7	11	73	1	7	2	13	549	39	7	58	19	16	546	48	9	53	26	12	545
C. They match just a little of what I have learned.	2	0	0	0	0	1	100	0	0	538	7	0	30	40	30	534	10	6	37	32	24	539
D. There is no match.	2	0	0	0	0	0	0	1	100	520	5	0	14	29	57	529	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	43	2	9	16	73	4	18	0	0	553	32	11	57	26	6	550	31	24	54	14	8	552
B. good	43	2	9	14	64	3	14	3	14	546	48	6	56	27	11	546	47	8	55	25	12	545
C. fair	14	0	0	2	29	4	57	1	14	539	16	0	33	38	29	536	19	2	43	35	20	539
D. poor	0										4	0	33	33	33	534	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	6	0	0	2	67	0	0	1	33	544	16	0	35	30	35	538	18	5	42	30	22	540
B. about the same as my regular schoolwork	73	4	11	21	60	9	26	1	3	549	64	9	58	27	6	548	66	11	55	23	11	547
C. easier than my regular schoolwork	21	0	0	7	70	1	10	2	20	544	21	3	47	30	20	541	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	43	2	9	12	55	7	32	1	5	549	40	7	47	32	15	544	21	10	48	26	16	544
B. two or three days a week	31	0	0	14	88	2	13	0	0	549	36	4	63	24	9	547	36	13	54	23	10	547
C. two or three times each month	14	2	29	2	29	2	29	1	14	547	15	13	39	35	13	543	27	12	54	23	11	547
D. never or almost never	12	0	0	4	67	0	0	2	33	544	8	0	58	17	25	543	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	20	0	0	6	60	3	30	1	10	543	15	5	41	32	23	540	7	12	44	25	19	543
B. two or three days a week	50	1	4	18	72	5	20	1	4	550	49	7	63	22	8	548	30	13	53	23	11	547
C. two or three times each month	10	0	0	3	60	1	20	1	20	544	22	0	45	36	18	541	34	12	54	23	10	547
D. never or almost never	20	3	30	5	50	1	10	1	10	552	14	14	43	29	14	546	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	0	0	0	0	1	50	1	50	529	3	0	20	40	40	533	7	7	40	25	28	539
B. 30–45 minutes	22	2	18	5	45	4	36	0	0	551	19	7	41	34	17	543	31	7	49	29	15	543
C. 45–60 minutes	27	0	0	8	57	5	36	1	7	545	24	3	44	36	17	542	40	12	55	23	10	547
D. more than 60 minutes	47	2	8	19	79	1	4	2	8	550	53	8	62	22	9	548	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	50	1	50	0	0	543	50	0	67	33	0	548						
C.	50	0	0	0	0	1	50	1	50	530	33	0	0	50	50	530						
D.	0										17	0	0	0	100	524						

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 61
School: Stevens Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	1 0	3 0	1 0	1 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	29 26	73 51	77 61	55 41	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	8 24	20 47	52 79	37 53	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 1	5 2	9 10	6 7	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.8	54.0	10.3	51.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.6	46.7	5.4	45.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.3	66.3	4.9	61.3	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 61
School: Stevens Brook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	51	0	0	26	51	24	47	1	2	538	150	0	41	53	7	536	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	1										1						196	2	55	42	2	541
Hispanic	1										1						170	0	29	62	9	535
Caucasian/White	49	0	0	25	51	23	47	1	2	538	146	0	41	52	7	536	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	9	82	1	9	531	37	0	11	62	27	528	2372	0	12	72	16	529
No	40	0	0	25	63	15	38	0	0	540	113	0	50	50	0	539	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	51	0	0	26	51	24	47	1	2	538	150	0	41	53	7	536	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	26	0	0	10	38	16	62	0	0	537	73	0	32	60	8	535	5435	0	32	61	7	535
No	25	0	0	16	64	8	32	1	4	539	77	0	49	45	5	538	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	51	0	0	26	51	24	47	1	2	538	150	0	41	53	7	536	13967	0	43	52	4	538
Gender																						
Female	26	0	0	17	65	9	35	0	0	540	66	0	55	45	0	540	6750	1	55	43	2	540
Male	25	0	0	9	36	15	60	1	4	536	84	0	30	58	12	534	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										13	0	15	85	0	535	1745	0	26	69	5	534
No	51	0	0	26	51	24	47	1	2	538	137	0	43	50	7	536	12227	0	46	50	4	538
Gifted/talented program																						
Yes	5	0	0	2	40	3	60	0	0	536	16	0	56	38	6	538	464	2	74	23	0	545
No	46	0	0	24	52	21	46	1	2	538	134	0	39	54	7	536	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 61
 School: Stevens Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	2	100	0	0	538	3	0	0	100	0	530	5	0	29	57	14	533
B. less than one hour	75	0	0	22	58	16	42	0	0	539	80	0	43	52	5	537	66	0	44	52	3	538
C. one to two hours	18	0	0	4	44	5	56	0	0	536	14	0	38	57	5	536	26	0	45	52	3	538
D. more than two hours	4	0	0	0	0	1	50	1	50	522	3	0	20	20	60	524	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	39	0	0	12	60	7	35	1	5	538	36	0	47	49	4	538	25	1	54	42	3	540
B. good	51	0	0	11	42	15	58	0	0	538	47	0	37	57	6	536	50	0	46	51	3	538
C. fair	10	0	0	3	60	2	40	0	0	535	14	0	29	62	10	532	22	0	29	65	6	535
D. poor	0										3	0	60	0	40	534	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	18	0	0	5	56	4	44	0	0	538	14	0	33	43	24	532	14	0	33	56	10	535
B. about that same as my regular schoolwork	58	0	0	16	55	13	45	0	0	539	63	0	42	55	3	537	65	0	45	52	3	538
C. easier than my regular schoolwork	24	0	0	5	42	6	50	1	8	536	23	0	42	52	6	536	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	2	100	0	0	532	50	0	33	67	0	539						
C.	50	0	0	0	0	2	100	0	0	528	33	0	0	100	0	528						
D.	0										17	0	0	0	100	516						